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ABSTRACT

PROJECT DESIGN, funded under ESEA Title III, approached the task of establishing learner needs in foreign languages by determining the differences between present student performance and standard or normal development of skills. Information for the study was based on school visits and personal interviews with school administrators and teachers. In addition, district documents and current literature on foreign languages were consulted. Major educational needs regarding foreign languages for the Fresno City Unified School District are seen as including: (1) the reconstruction of a healthy working relationship between teachers and administrative personnel, (2) a continuous, sequential course of study for each language offered, and (3) redefinition of the roles of those persons and/or groups in the district who are concerned with the foreign language program. (MF)

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EDUCATIONAL NEEDS

14. FOREIGN LANGUAGE

FRESNO, 1968

ED038753

FRESNO CITY UNIFIED SCHOOL DISTRICT

1968

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F O R E W O R D

PROJECT DESIGN (Inter-Agency Planning for Urban Educational Needs) was organized as a two-year project to develop a comprehensive long-range master plan of education for the Fresno City Unified School District in California.

This project was conceived by school leadership to bring under one umbrella current major problems of the schools, the relationship of the schools to the broader community, the impact of educational change now occurring throughout the nation, and a fresh view of the educational needs, goals and aspirations of our youth and adults. The ultimate purpose of the project is to weld into an integrated plan the best use of available resources to meet the totality of current and projected needs according to their rational priorities.

The United States Office of Education funded the proposal as an exemplary Title III project, recognizing the urgency for developing better planning processes for urban school systems. The first year of this project was organized to assess current and projected educational needs in the urban area served by the Fresno City Schools. Planning procedures will be carried out in the second project year.

A major dimension of the Needs Assessment is an analysis of educational and urban factors by a Task Force of specialists. This report is one of the Task Force Needs Assessment publication series. See the next page for the complete list of project Needs Assessment publications.

PROJECT DESIGN

NEEDS ASSESSMENT PUBLICATIONS

1. Brainstorm - Needs Perceived by School Staff
2. Speak-Up - Needs Perceived by Community
3. Student Speak-Up - Needs Perceived by Secondary Students
4. School Staffing
5. Analysis of Achievement
6. Problems Perceived by Educational Leadership

County Schools Survey

7. Vocational Occupational Needs Survey (published by County Regional Planning and Evaluation Center - EDICT)

8.
9. > Other County School Needs Survey Reports (by EDICT)

TASK FORCE

Educational Content Fields

10. Reading
11. Language
12. Mathematics
13. Science
14. Foreign Language
15. Cultural Arts
16. Social Science
17. Physical Education

Other Educational Areas

18. Teaching/Learning Process
19. Special Education
20. Guidance
21. Health
22. Student Personnel
23. Adult Education
24. Vocational Education

Urban Physical Factors

25. Urban Physical Factors

Urban Social and Human Factors

26. Relevance and Quality of Education for Minorities
27. Special Needs of Mexican-Americans
28. Special Needs of Negroes

29. Conclusions from Needs Assessment Publications
30. Summary - Fresno Educational Needs Assessment
31. The Process of Educational Planning

14. FOREIGN LANGUAGE

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INITIAL CHARGE

The members of Task Force #1 pertaining to foreign language approached the assignment of determining the differences between standard or normal development of skills required by society and present performance levels.

INTRODUCTION

Establishment of learner needs as defined by the difference between present student performance and standard performance required by society cannot be categorically accomplished within this evaluation owing to the following deficiencies:

1. No scope and sequence for the instructional program in any foreign language taught in the Fresno Unified School District has been defined nor are there adequate courses of study defining the content of each level of instruction. Official papers read by the evaluators noted that the textbooks adopted by the Fresno Unified District served as "courses of study." The evaluators cannot accept this notion since the textbooks do not (1) state objectives in terms of student behavior, (2) specify what part of the content is to be mastered, (3) what part of the content is for passive understanding, (4) what constitutes "mastery" or what constitutes "passive understanding", (5) provide uniform student evaluation procedures, (6) define terms such as "level" and "grade", etc. Without a scope and sequence within which are specifically defined the behavioral objectives for students of varying types (college bound, high school terminal students, native speakers of a language other than English, bilingual, non-English speakers, speakers of non-standard English) at the various stages of instruction in each language offered, there is no basis for deciding whether the student behavior observed is below average, average or above average.

   It is true that the policy of the Fresno Unified School District is stated as that of the audio-lingual approach to foreign language instruction: "Audio-lingual teaching puts much stress on reading and writing at a certain stage of the student's development, but only after the student has acquired listening and speaking skills..." * At the same time no determination of the degree of skill in listening, speaking, reading and writing is either inferred or specified in any printed matter of the Fresno Unified School District. Eminent foreign language authorities agree that the four basic

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*Allison, Harry. "Modern Foreign Language Teaching in Fresno," a presentation to the Fresno Board of Education, prepared April 15, 1968. Paragraph 1, page 1.

skills in an audio-lingual foreign language program are listening, speaking, reading and writing but the literature does not provide a list of the structural items to be mastered at each level nor the degree of their mastery in the various languages.

2. Since student behavioral objectives have not been spelled out, since the instructional materials used include neither statements of objectives in behavioral terms nor achievement tests, and since the Fresno Unified School District has not prepared achievement tests for foreign language, there is no objective, baseline statistical information on which to determine the difference between present student performance and "standard" performance.

3. Determination of present student performance might be based on the production by the students of the material covered in the adopted foreign language textbooks, but there is no indication of which structures are to be taught for mastery and which for passive understanding; to what degree intonation and pronunciation are to be mastered, etc.

4. There is no agreement among the foreign language teachers as to the meaning of the grades earned by students in terms of the skills taught, or as to those structures to be taught for passive understanding, etc.

As a consequence of the lack of objective information on which to base the level of present student performance, the evaluators can only conclude from the classroom visitations they made, that the students are generally being taught in the audio-lingual manner and that they are exposed to the four basic language skills plus some cultural information.

EXPERIMENTAL DESIGN

The following steps were used by the Task Force:

1. Preparation

Meetings in advance of visitation in the Fresno Unified School District to determine which schools would be visited, what people would be interviewed, what reports, documents, studies, or other papers would be reviewed, and precisely what information would be sought from those sources.

To this end a visitation schedule was prepared by Mr. William Booth, Coordinator of Research and Evaluation, Project Design, and by Mr. Harry Allison, Coordinator of Foreign Languages, Fresno Unified School District.

In addition to the contacts suggested by those gentlemen, other persons were also interviewed as a result of their being called in by a school administrator or fellow teacher, by their chancing into the interview or by their purposely being sought out by this consulting team. The complete list of interviewees is given in Appendix C.

2. Visitations

School visitations and personal interviews were conducted from Sunday, May 26 through Wednesday, May 29.

3. Background Information

Among the district documents and reports used for additional background and/or general information are those listed in Appendix B.

4. Literature

Pertinent information from the sources listed in the bibliography was pulled together and assessed. To it was added the professional opinion of the consultants and those opinions found in appropriate, current literature by eminent authorities. References to such literature are also found in the bibliography.

All information was sought for the purpose of leading the consultants to understand as completely as possible the needs of the foreign language student from both the practical, local point of view and any additional theoretical vantage point of the eminent scholars insofar as such theories might be valid in the case at hand.

5. Legal Documents

The final source of information consisted in those legal documents of the State of California which bear on the area of foreign language. From 1965-1968 E.C. 7604 and E.C. 7700 directed that foreign language be offered to all California students in grades 6, 7 and 8.* May, 1968, saw the passage of SB 1. Through the provisions of SB 1 the Legislature encourages foreign language instruction in the elementary school (EC 8552) and requires that foreign language or languages be offered in the curriculum in grades 7 - 12 (EC 8571- c).

6. FLES

At the time of preparation of this report it is not possible to know to what extent the Fresno Unified School District will attempt to pursue the foreign language instructional program in grades 6 through 8. Although the sixth grade aspect of the Fresno Unified School District program has been limited, this report will take it into account since it is the feeling of the evaluators and of most authorities on foreign language in the elementary school (FLES) that the optimal time for foreign language learning is before the age of puberty. **

7. Overview

It is apparent that the Fresno Unified School District in working out its foreign language program has had to make certain choices while working within the constraints of budget, law, teacher availability, materials availability, characteristics of personnel, etc.

This report is an attempt to bring all of the foregoing factors into focus on what the writers believe will contribute most to reducing or eliminating learner needs.

The needs listed are not mutually exclusive, but are rather interdependent, and must be read with this understanding.

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* It should be recognized that the Fresno Unified School District sought and was granted exemption from the legal requirement each year.

** Penfield, Wilder. "The Uncommitted Cortex--The Child's Changing Brain," Atlantic Monthly. (July, 1964.)

MAJOR CONCLUSIONS

Following are the major educational needs identified by the specialists at the completion of the study regarding foreign language:

1. Disenchantment voiced frequently at the teacher level with the supervision of foreign language and with the instructional materials suggested very strongly that it might be wise to have a disinterested party brought in by the school district to work with the teachers in settling their major grievances. The ill feelings which have been created, be they real or imagined, during the past several years, seem to make it imperative to reconstruct a healthy working relationship between the teachers and the administrative personnel. The "disinterested" person must be highly knowledgeable in re the general area of foreign language but he must also be able to understand the background of the discontent and be able to relate warmly to all persons concerned.

2. A continuous, sequential course of study for each language offered (English as a second language, native language for bilinguals, foreign languages per se, related cultural courses) is essential. For some time the teachers have been operating without such a guide causing great disparity throughout the foreign language curricula. The teachers would like and do need common understanding regarding scope and sequence; evaluation of students, teachers, and program; real student needs as opposed to those imposed from above; philosophy of foreign language in Fresno, etc.

3. Redefinition of the roles of those persons and/or groups in the district who are directly or indirectly concerned with the foreign language program.

CLASSIFICATION MATRIX OF NEEDS*

LEARNER NEEDS	INSTRUCTOR NEEDS	AUTHORITY NEEDS (School Administrators, Deans, Counselors)
I. To understand the philosophy underlying the Fresno Unified School District foreign language program.**	I. To follow consistently the philosophy of foreign language instruction developed by the Fresno Unified School District.	I. To interpret to laymen and educators the working philosophy of the instructional program in foreign language.
II. To have an accurate assessment of his interests and abilities in foreign language, e.g., A. College bound B. High school terminal student entering industry, business or vocational services C. Native speaker of a language other than English to obtain literacy in that language or maintain his native language skills D. Bilingual students E. Students in need of English as a second language F. Students in need of "standard" English G. Adult students	II. To allow for and to meet the interests and abilities as assessed for each student.	II. To provide programming and scheduling to meet the requirements of the foreign-language program as per student interests and abilities. To be aware of more valid basis for determination of foreign language aptitude than "B" grade in reading. To assist in providing counselors with valid instruments for the assessment of student interests and abilities in foreign language To initiate a program for placement of students in foreign-language courses appropriate to their interests and abilities.

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* The consultants want to stress the fact that although the needs are listed individually, they are not mutually exclusive. Indeed, they are all interdependent. The needs are not necessarily listed in rank order.

** Henceforth, for the purpose of this report, the term foreign language program or instruction will mean foreign language per se and/or related cultural courses; also English as a second language and bilingualism.

DIRECTIONAL, PLANT AND EQUIPMENT NEEDS (Central Office)	COORDINATIVE AND SUPPORTIVE NEEDS (Home)	(Community)
I. To provide leadership for development of a consistent philosophy of foreign language instruction. To disseminate information regarding this philosophy to laymen and educators.	I. To apprise self of foreign language philosophy as developed by the Fresno Unified School District.	I. To apprise self of the basic foreign language instructional philosophy in the Fresno Unified School District. To be supportive of that policy.
II. To provide budgetary allotments to meet the requirements of the foreign language program on the basis of fulfilling the needs of the student per assessment of his interests and abilities.	II. To recognize the importance for accurate assessment of each student's interests and abilities in foreign language. To become acquainted with what can and should be done for the various student types in the area of foreign language instruction.	II. To recognize the importance for accurate assessment of each student's interests and abilities in foreign language. To become acquainted with what can and should be done for the various student types in the area of foreign language instruction.

Classification Matrix of Needs

LEARNER NEEDS	INSTRUCTOR NEEDS	AUTHORITY NEEDS (School Administrators, Deans, Counselors)
III. To have the opportunity to begin continuous, sequential foreign language instruction at the optimal time in his educational life span.	III. To recognize the importance of the student's beginning continuous, sequential foreign language instruction at the optimal time in his educational life span.	III. To provide for beginning the continuous, sequential foreign language instruction at the optimal time in the educational life span of the student.
IV. To be instructed by teachers who follow a continuous, sequential instructional program in each language offered -- such a program to be stated in terms of basic, minimal requirements.	IV. A continuous, sequential course of study for each foreign language he teachers -- such course of study to be stated in terms of basic-minimal requirements. To have knowledge and understanding of the instruction in foreign language given at the preceding and subsequent grade levels.	IV. To see that the continuous and sequential courses of study in foreign languages are followed by the teachers. To make additional provisions which will allow teachers to become better acquainted with the foreign language program as it operates before and after the grade at which they teach, e.g., inter- and intra-district teacher visitations or exchange in teaching assignments.
V. To be aware of expected linguistic behavior of the given level* of language he is studying, e.g., A. Reproduction of authentic foreign language sounds B. Understanding of equivalent English meanings C. Accurate use of structures studied.	V. To know specifications for student behavioral objectives at each level of each language offered, e.g. A. Degree of accuracy of reproduction of foreign language sounds required B. Check on comprehension by students of foreign language structures studies to assure the avoidance of mimicry-memorization without meaning C. Degree of accuracy of use of structures studied.	V. To see that the specifications for student behavioral objectives at each level of each language offered are followed consistently by the teachers.

* It is not the purpose of this Needs Assessment report to define "level" and/or "grade" in the foreign language program. Definition of such terms lies within the province of the people who may prepare the courses of study suggested in the introduction of this report.

DIRECTIONAL, PLANT AND EQUIPMENT NEEDS (Central Office)	COORDINATIVE AND SUPPORTIVE NEEDS (Home)	(Community)
III. To develop, as part of the district foreign-language philosophy, the opportunity for each student to begin the study of a foreign language at the optimal time in his educational life span.	III. To recognize the importance of the student's beginning continuous sequential foreign language instruction at the optimal time in his educational life span.	III. To recognize the importance of the student's beginning continuous sequential foreign language instruction at the optimal time in his educational life span.
IV. To coordinate the efforts of all personnel concerned with the development of a uniform, district-wide plan of basic minimal requirements for continuous and sequential programs of foreign language studies tailored to the needs of the various learner types. (See II, A-G, Learner Needs, above) To inform the community of the courses of study developed for foreign language instruction.	IV. To become aware of the need for continuous, sequential instruction in foreign language, and To assist in such development as may be requested by the Fresno Unified School District.	IV. School Board, as policy-making body for the community, adopt a continuous and sequential course of study for each foreign language or foreign language cultural-type course offered in the Fresno Unified School District.
V. To assist district personnel in the development of a statement of behavioral objectives for each level of the foreign language offered. To work with the institutions of higher learning in developing mutually agreed upon student performance standards.	V. (None)	V. (None)

Classification Matrix of Needs

LEARNER NEEDS	INSTRUCTOR NEEDS	AUTHORITY NEEDS (School Administrators, Deans, Counselors)
VI. To be supplied with instructional materials suited to his individual needs as per the district program for student assessment. (For possible individual needs or student types, see II, A-G above)	VI. To be allowed to take part in the selection of materials of instruction to be used with the various student types. To be trained in the use of the materials selected.	VI. To encourage teachers to participate in the selection of appropriate materials for the various student types. To assist teachers in acquiring appropriate supplementary materials.
VII. To understand the evaluation system used in foreign language as it pertains to each skill studies (see especially V. above in regard to student behavioral objectives) and to cultural understanding.	VII. To develop a consistent student evaluation system in terms of the behavioral objectives specified for each skill taught at each level of instruction (see IV. and V. above) and for cultural understanding.	VII. To understand the rationale of the development of a consistent system of evaluation in foreign language dependent on the behavioral objectives specified for each skill to be taught at each level of instruction and for cultural understanding. To interpret to the lay public the evaluation system which is adopted.
VIII. To be taught in an atmosphere conducive to creativity rather than in an atmosphere fraught with unproductive discord.	VIII. To understand the specific role of individuals and groups in the foreign language program: A. District administrators B. Personnel director C. Foreign language coordinator	VIII. To understand the specific role of individuals and groups in the foreign language program: A. District administrators B. Personnel director C. Foreign language coordinator

DIRECTIONAL, PLANT AND EQUIPMENT NEEDS (Central Office)	COORDINATIVE AND SUPPORTIVE NEEDS (Home)	(Community)
VI. To provide adequate budgetary allotment for acquisition of the necessary equipment and adopted materials. To offer recognition to teachers for time spent on such extra instructional duties, i.e., selection of appropriate texts. To conduct an assessment of existing materials and equipment to determine their adequacy for present or forseeable future needs.	VI. (None)	VI. (None)
VII. To provide leadership for development of a consistent evaluation system in foreign language in terms of the behavioral objectives specified for each skill taught at each level of instruction and for cultural understanding. To work with institutions of higher learning to develop evaluation instruments appropriate to mutually agreed upon performance standards in respect to the student behavior standards. (See V., Directional, Plant and Equipment Needs)	VII. To understand the evaluation system employed by the Fresno Unified School District.	VII. To understand the evaluation system employed by the Fresno Unified School District.
VIII. To establish policy which reconciles professional ethics with personal commercial ventures. To require a written statement defining the role of each person or group in the district who either directly or	VIII. (None)	VIII. To be cognizant of the specific role of individuals and groups in the foreign language program.

Classification Matrix of Needs

LEARNER NEEDS	INSTRUCTOR NEEDS	AUTHORITY NEEDS (School Administrators, Deans, Counselors)
VIII. (continued)	D. School administrators E. Foreign language curriculum committees F. Counselors G. Teachers H. Home I. Community J. Institutions of higher learning.	D. School administrators E. Foreign language curriculum committees F. Counselors G. Teachers H. Home I. Community J. Institutions of higher learning.
IX. To be taught by teachers qualified A. To teach the foreign language B. To teach at the student's grade level.	IX. To have information regarding A. Criteria for selection of foreign language teachers B. Criteria for evaluation of foreign language teachers in the classroom situation.	IX. To be acquainted with the criteria for selection of foreign language teachers. To be able to use the criteria for evaluation of foreign language teachers in the classroom situation.
X. To acquire accurate information regarding the value of foreign language study as it pertains to his A. Entering and/or graduating from institutions of higher learning B. Entering industry, business or vocational services C. Self-enhancement	X. To communicate accurate information regarding the value of foreign language study as it pertains to the student's A. Entering and/or graduating from institutions of higher learning B. Entering industry, business or vocational services C. Self-enhancement	X. To become acquainted with accurate information regarding the value of foreign language study as it pertains to the student's A. Entering and/or graduating from institutions of higher learning B. Entering industry, business or vocational services C. Self-enhancement To assist in communicating such information to the community.

DIRECTIONAL, PLANT AND EQUIPMENT NEEDS (Central Office)	COORDINATIVE AND SUPPORTIVE NEEDS (Home)	(Community)
IX. To determine the qualifications required of a foreign language teacher and of the people on the central office staff who have foreign-language responsibilities. To develop or adopt an instrument appropriate for verification of foreign language teacher qualifications. To maintain an on-going program of in-service education to upgrade the quality of instruction in foreign language.	IX. (None)	IX. To adopt a policy requiring the objective verification of foreign language qualifications of all teachers who teach foreign language.
X. To become acquainted with accurate information regarding the value of foreign language study as it pertains to the student's A. Entering and/or graduating from institutions of higher learning B. Entering industry, business or vocational services C. Self-enhancement To assist in communicating such information to the community.	X. To become acquainted with the pertinent information supplied by the school district.	X. To become acquainted with accurate information regarding the value of foreign language study as it pertains to the student's A. Entering and/or graduating from institutions of higher learning B. Entering industry, business or vocational services C. Self-enhancement.

Classification Matrix of Needs

LEARNER NEEDS	INSTRUCTOR NEEDS	AUTHORITY NEEDS (School Administrators, Deans, Counselors)
XI. (Native speakers of languages other than English and those who do not speak "standard" English) need adults such as school administrators, counselors and clerical staff, of cultural background similar to their own to whom they can relate.	XI. To be aware of the diversity of cultural backgrounds represented by the students To build on the diversity of the cultural backgrounds represented by the students To accord each student, regardless of cultural background, the dignity that he deserves as an individual.	XI. To recognize the need for staff and clerks with cultural backgrounds representative of those of the student body.
XII. To receive increased individual attention in foreign language instruction in the elementary grades.	XII. To have a lower pupil-teacher ratio in elementary school foreign language classes.	XII. To provide a schedule allowing lower teacher-pupil ratio in foreign language instruction in the elementary grades.

DIRECTIONAL, PLANT AND EQUIPMENT NEEDS (Central Office)	COORDINATIVE AND SUPPORTIVE NEEDS (Home)	(Community)
XI. To recognize the need for staff and clerks with cultural backgrounds representative of those of the student bodies and the community and to provide for that need.	XI. (None)	XI. To recognize the need for staff and clerks with cultural backgrounds representative of those of the student bodies and the community and to provide for that need.
XII. To be aware of the importance of and to recommend to the school board low teacher-pupil ratio in foreign language instruction in the elementary grades.	XII. (None)	XII. To adopt a policy supporting low teacher-pupil ratio in foreign language instruction in the elementary grades.

SUGGESTED SOLUTIONS

1. Hire a disinterested party knowledgeable about foreign language and respected in foreign language circles to try to restore faith, order and understanding among the ranks of the teaching personnel. This person should lead the teachers and other persons concerned in accomplishing most of the other needs as indicated on the Needs Assessment for Foreign Language.

2. Prepare a philosophical statement.

3. Redefine the role of all persons and groups concerned with foreign language.

4. Prepare a course of study for each foreign language offered and for any related cultural courses.

   a. Restatement of philosophy.

   b. Objectives in behavioral terms.

   c. Definition of terms such as "level" and "grade" as they pertain to foreign language.

   d. Evaluation program to be used for assessing student aptitude in foreign language, student achievement, determination of applicant teacher proficiency in the language he is to instruct, teacher behavior in the classroom, student placement, etc.

5. Evaluate foreign language instructional materials currently used in Fresno and others on the commercial market.

6. Evaluate the adequacy of the present offerings in foreign language in light of the real needs of the students and community.

7. In all of the above items, work closely with the Fresno State College and any other institution of higher learning that will cooperate so that vertical articulation in the total possible foreign language program may be achieved. (Not all possible courses offered in foreign language will necessarily lead into college work.)

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6. Interdepartmental Communication, April 5, 1968, to Dr. Hawkins from Mary Belle Maxwell regarding "Survey of Different Programs, Projects and Organizational Patterns in Fresno Elementary Schools."

7. Mimeographed pages pertaining to La Familia Fernandez prepared by Harry Allison from July 11, 1967 to July 26, 1967.

8. "Modern Foreign Language Teaching in Fresno," an explanation of audio-lingual prepared April 15, 1968 by Harry Allison for presentation to the Fresno Board of Education.

9. Proposed course outline for a course in Spanish for the Spanish-Speaking Student (Mr. Herman Rios, Edison High School, 1968).

10. Reports of Foreign Language Curriculum Committee Meetings (Spanish and French) 1967-68 school year.

11. Statistical data from Project Design re characteristics of student population by schools; characteristics of the community.

12. Student Cue Book, German A, B, I and II, Verstehen und Sprechen.

13. "Task Force Introductory Study Data," April, 1968.

14. Tentative Course Skeleton for French, 1965.

Editor's Note: Not available at time of survey, but pertinent to evaluation process: "Analysis of Performance of Graduates of the Fresno City Unified School District on the Language Placement Examination, Fresno State College."

APPENDIX A

LANGUAGE LAB EQUIPMENT

Project Design staff asked the Task Force for additional data concerning the physical equipment in the language labs and the teachers reaction to it. As a result of this request the following additional information was received from the Task Force.

"In several instances we did hear complaints about the lab equipment. Some teachers said they didn't like the idea that they had not been consulted regarding the nature of the equipment to be purchased and neither did they like the fact that it had all been purchased during the summer, installed before their return and, in effect, been a 'fait accompli.' It was also stated that the equipment was often not in good order so not really functional. Some of the teachers did not want to bother to use the equipment and so had little or no comment to make. Another item had to do with the difficulty that the custodians had with cleaning the floors and waxing, etc. Apparently the equipment is rigid, making it not just difficult to clean the rooms, but actually increasing the cost of cleaning several fold."

"Many foreign language teachers are not sold on the use of language labs and one might even say that the pendulum here, nation-wide, is hanging in the middle, i.e., the evidence is not so over whelming in favor of the use of the equipment that the teachers are completely sold on it so they will include plans for its effective use in their daily program."

APPENDIX B

HISTORICAL DETAIL

The following OVERVIEW OF THE FOREIGN LANGUAGE PROGRAM in the Fresno City Schools was prepared by Mr. Wallace M. Hallberg, Administrator, Curriculum Services at the request of Project Design staff so that this Task Force report would include some of the background information relevant to the present language program in the district.

OVERVIEW OF THE FOREIGN LANGUAGE PROGRAM

Audio-lingual foreign language teaching nation-wide was inspired by excellent results obtained from wartime crash language programs and is based upon the science of linguistics. The national interest made it advisable for as many students as possible to speak another language.

The Fresno City Unified School District has been committed for some nine years now to audio-lingual foreign language teaching. Abruptly the program changed from the traditional grammar-translation two-year college requirement to six, and in some cases seven-year fundamental skills method sequences.

In this district the sudden change was accomplished through the adoption of audio-lingual film programs in French and Spanish. The foreign language coordinator at that time was instrumental in procuring from the publisher large quantities of the films and associated materials without cost to the district, which agreed to serve as a large-scale pilot project for the program. He also designed an inexpensive language lab which made it possible to adapt most classrooms to the use of tape consoles and headsets at a fraction of the cost of expensive carrel-type labs adopted by many other districts. NDEA funds were used for this minor remodeling and for the headsets, consoles, and motion picture and filmstrip projectors.

As in other subject fields, the district discovered that massive change quickly produced numerous problems, chief among them preparing the teachers to use different techniques and materials. As a result, some foreign language teachers were not convinced that the new programs were any more effective than the old. By now, however, the debate is no longer as relevant -- many teachers accept the audio-lingual method.

There is some dissatisfaction with the French and Spanish programs, both of which are being revised by the publisher. This has led to pilot trial of several different programs and more will be tried next year. In addition, the present assignment of materials in Spanish may be reassigned to different grade levels for better

articulation between the junior high and senior high.

Another problem has been the great increase in foreign language enrollments, partly because of mandated legislation. Recently, these excessive enrollments have dropped off and may increasingly continue to do so as the district adapts its curriculum to the provisions of Senate Bill 1.

With emphasis on listening and speaking as well as on reading and writing, it becomes obvious that the element of time is a major factor in achieving results. In some cases high school graduates may not have been as proficient as formerly in those skills which the traditional program had emphasized. Consequently, some college instructors have criticized the audio-lingual program as being less effective. Such criticism has been leveled at the Fresno program, although recent evidence raises some question about the validity of this criticism.

In 1964, the district's first coordinator left to devote full time to the production of a second-level series of films. To produce the first series, he had used as consultants some of the district's teachers. His successor was one of these. Some teachers have questioned the ethics of such an association. This can be answered by the fact that other teachers in other grades and subject fields have served in similar consultant capacities, and in a few instances the district has adopted materials developed and copyrighted by its teachers. The school board's stand now is that such materials must first be adopted by other districts before being adopted by this district.

The Fresno program is well-known throughout the state. Many representatives of other districts have visited the schools here to see the program in operation, and they continue to come. Adjustments are constantly being made; the program is being adapted and improved to produce even better results; teachers are given opportunities to evaluate the adopted materials through curriculum committee discussions and recommendations to the administration; the school principals have evaluated the program; new pilot programs are evaluated. All these processes are intended to produce better programs. The effect of the new legislation is yet to be felt. New ideas and methods should enhance the teachers' power to attract, motivate and hold.

APPENDIX C

FRESNO UNIFIED SCHOOL DISTRICT PERSONNEL AND STUDENTS INTERVIEWED BY TASK FORCE I, FOREIGN LANGUAGE CONSULTANTS

Robert S. Miner, Assistant Superintendent, Division of Secondary Education

Reid W. Gromis, Administrator, Division of Personnel Services

Harry C. Allison, Foreign Language Coordinator, Office of Program Coordination

School Administrators:

William Micka, Principal, Irwin Junior High School
Arthur Miller, Principal, Fresno High School
Vernon Walker, Principal, Bullard High School
B. Lindes Campbell, Dean of Girls, Bullard High School
John Lehr, Principal, Hamilton Junior High School
Shannon Jones, Principal, Lane Elementary School
Jim Harris, Principal, Del Mar Elementary School
Frank C. Gonder, Vice Principal, Fresno High School
James Corbo, Counselor, Irwin Junior High School
Robert K. Winzler, Counselor, Fresno High School

School Teachers:

Ernest Marquez, Irwin Junior High School
Jerome Marquez, Edison High School
Herman Rios, Edison High School
J. Eliceche, Fresno High School
Albert Swanson, Fresno High School
Ruth Dahmer, Fresno High School
Carmen Elgorriaga, Sierra Junior High School
Sydney Colvin, Tenaya Junior High School
Valerie Robinson, Tenaya Junior High School
Judith Snyder, Tenaya Junior High School
Fred Savala, Washington Junior High School
Karen Melikian, Hamilton Junior High School
Alma Jean Macy, Hamilton Junior High School
Isaias Paz, Hamilton Junior High School
Arnold Green, Bullard High School
Edward Shahzade, Bullard High School
Raylene Campbell, Lane Elementary School
Larry Garcia, Lane Elementary School
Gerald Pilibosian, Lane Elementary School
Seda Sarkisian, Lane Elementary School
R. M. Altschuler, Del Mar Elementary School
Terril Sue Monson, Del Mar Elementary School

Fresno State College -- Jose Elgorriaga

Students: Irwin Junior High (2 students)
Edison High (1 class)
Fresno High (1 class)
Tenaya Junior High (2 classes)
Lane Elementary (1 class)

TF 14 - FOREIGN LANGUAGE

MAJOR CONCLUSIONS IDENTIFIED BY PROJECT STAFF

TF 14- 1. A healthy working relationship is needed between teachers and other school personnel involved in the foreign language program.

TF 14- 2. The present disenchantment that exists between teachers and supervisory personnel in the area of foreign language should be overcome.

TF 14- 3. A continuous, sequential course of study for each language offered is essential.

TF 14- 4. A philosophy of the foreign language program is needed in Fresno.

TF 14- 5. Teachers need common understanding regarding scope, sequence, student evaluation, and other teachers involved in the language program.

TF 14- 6. There is a need for a redefinition of the roles of those persons and/or groups in the District who are directly or indirectly concerned with the foreign language program.

TF 14- 7. The District, in cooperation with institutions of higher education, should achieve vertical articulation of foreign language programs.

TF 14- 8. Schools should determine needs of students for foreign language instruction and provide appropriate placement.

TF 14- 9. Students need to understand systems used to assess achievement in foreign language skills.

TF 14- 10. Materials used in the foreign language program should be selected by the staff using them and appropriate to grade level.